DOCUMENT RESUME

ED 207 666 JC 810 602

AUTHOR Lucas, John A.
TITLE Student Characteristics as Compared to the Community Profile, 1980-1981. Volume 11, Number 13.
INSTITUTION William Rainey Harper Coll., Palatine, Ill.
PUB DATE 30 Jun 81
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Age; Attendance Patterns; *Community Characteristics; Community Colleges; Educational Background; Employment; Enrollment Influences; Females; Information Sources; Majors (Students); Males; Questionnaires; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) to establish a profile of fall 1980 students and to compare student data with selected community demographic data. Questionnaires were mailed to 498 credit students and 295 continuing education students, soliciting information on sex, marital status, age, occupation, plans, ethnic background, income, mode of transportation, educational attainment, native language, children's ages, financial status, sources of information about WRHC and its services, influences on college attendance, educational goals, and attendance patterns and plans. Responses were obtained from 89% of the credit students and 81% of the continuing education students. Selected findings include the following: (1) of the responding credit students, 60% were female, 36% were under 21 years old, 66% were enrolled on a part-time basis, and 44% enrolled during the day; (2) of the responding continuing education students, 63% were female, 5.8% were under 21 years old, 95% enrolled on a part-time basis, and 69% enrolled during the evening; (3) 95.5% of the credit students and 87.5% of the continuing education students enrolled at the main campus rather than at off-campus locations; and (4) 61% of the credit students and 81% of the continuing education students were employed full-time. The study report details methodology and findings, comparing fall 1980 results with figures from fall 1978 and 1979 surveys where possible. The questionnaire is appended. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED207666

STUDENT CHARACTERISTICS AS COMPARED TO THE COMMUNITY PROFILE, 1980-1981.

Volume 11, Number 13.

John A. Lucas

William Rainey Harper College
Palatine, Illinois
Office of Planning and Research

JC 810 602

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John A. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1980 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES, AND TO PRESENT SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 498 TRADITIONAL CREDIT STUDENTS (3.6 PERCENT OF TOTAL STUDENT POPULATION) AND 295 CONTINUING EDUCATION STUDENTS (3.6 PERCENT OF TOTAL CE POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 89 PERCENT FOR TRADITIONAL CREDIT AND 81 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS. THE POOR ECONOMIC CONDITIONS HAVE GREATLY AFFECTED THE DEMOGRAPHIC PROFILE OF TRADITIONAL CREDIT STUDENTS ATTENDING HARPER. THE PERCENTAGE OF 18 YEAR OLDS ATTENDING HARPER AND THE PROPORTION OF THE ENROLLMENT ALREADY HAVING A BACHELOR'S DEGREE HAD IN THE PAST FOLLOWED THE ECONOMY. BOTH THESE PERCENTAGES ARE UP IN THE FALL OF 1980. IN ADDITION, THE PERCENTAGE OF THE ENROLLMENT OF FULL-TIME DAY STUDENTS HAD BEEN STEADILY DECLINING, BUT IN THE LAST TWO YEARS HAS LEVELED OFF DUE TO THE RECESSION. CONTINUING EDUCATION ENROLLMENT IS AFFECTED LITTLE BY THE ECONOMY, AND THE TYPICAL CE STUDENT IS OLDER THAN IN THE PAST.

THERE HAVE BEEN GEOGRAPHIC SHIFTS IN ATTENDANCE PATTERNS. THE BARRINGTON AREA NOW PROVIDES THE HIGHEST PERCENTAGE OF ITS POPULATION ATTENDING HARPER WITH SCHAUMBURG TOWNSHIP SECOND. AS IN THE PAST THE TWO MAJOR FACTORS PRODUCING TRADITIONAL CREDIT ENROLLMENTS HAVE BEEN THE PHYSICAL PRESENCE OF THE CAMPUS AND INFLUENCE OF RELATIVES AND FRIENDS. THE ONE MAJOR FACTOR MOST RESPONSIBLE FOR CONTINUING EDUCATION ENROLLMENTS IS THE AVAILABILITY OF SPECIFIC COURSES AND PROGRAMS.

TABLE OF CONTENTS

I. Purpose 1

II. Population Surveyed 1

III. Method Used 1

IV. Discussion of Results 2

V. Major Conclusions 4

VI. Detailed Results

A. Comparison of Respondents with Sample and Population 6

B. Geographic Location of Traditional Credit Students 7

C. Geographic Location of Continuing Education Students 8

D. Degree to Which Various Age Segments of District Population Enrolled at Harper in Traditional Credit Programs 9

E. Degree to Which Various Age Segments of District Population Enrolled at Harper in Continuing Education Programs 10

F. Class Load 11

G. When Students are Enrolled 11

H. Where Students are Enrolled 11

I. Male-Female Trends 11

J. Marital Status of Students 11

K. Age of Students 12

L. Children of Students 12

M. Present Full-Time Occupation 12

N. Financial Independence From Parents 13

O. Income of Students Who are Independent of Parents 13

P. Income of Parents of Dependent Students 13

Q. Language Used Most at Home 14

R. Primary Ethnic Background 14

S. Length of Time Planned to Stay at Harper as Student 14

T. Plans for a Major Field 15

U. Highest Degree Planned 15

V. Highest Educational Level Attained Prior to Attending Harper 15

W. How Students First Heard About Harper 16

X. What or Who Most Convinced Students to Attend Harper.....17

Y. Sources From Which Greatest Help was Received in Obtaining Needed Information at Harper.....18

Z. What Students Plan to do When They Leave Harper.....18

AA. Principle Purpose in Enrolling at Harper.....19

BB. Means of Transportation to Harper.....19

CC. Preference for Public Transportation or Car Pool.....19

VII. Appendix.....20

Student Characteristics Questionnaire.....21

Purpose

The purpose of this study was to provide a fall 1980 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

Population Surveyed

Among the traditional credit students, a random sample of 498 students was chosen representing 3.6 percent of the total of 13,894 traditional credit students enrolled in the fall of 1980. Similarly, a random sample of 295 continuing education students was selected which also represents 3.6 percent of this CED population of 8,219 students. Responses were received from 443 of 498 traditional credit students for a return rate of 89 percent. Likewise, 240 of the 295 continuing education students answered the survey for an 81 percent response rate.

	Traditional Credit Students		Continuing Education Students	
	Number	Response Percent	Number	Response Percent
Mail response	281	56.4	140	47.5
Telephone response	162	32.6	100	33.9
Total response	443	89.0	240	81.4
Non-responses	55	11.0	55	18.6
Total sample	498		295	

A comparison of the respondents' profile with the profiles of the sample and the entire population indicates the respondents closely matched the profile of the total student population.

Method Used

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in the 1975, 1976, 1977, 1978, and 1979 surveys. This year's instrument has been modified only slightly from the 1979 survey. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a reminder postcard. After another three weeks, some of the information was gathered over the telephone from those who had still not responded. Some information was gathered from Harper's student data system and still other data was obtained from the preliminary 1980 census count.

Discussion of Results

There are several long-term demographic trends among the traditional credit enrollments which have continued into the fall of 1980. First, the percentage of the student body which is female which has continued to increase over the years, has leveled off and now stands at 56 percent. Second, the percentage of the enrollment which is full-time which has continually declined over the years, leveled off at the 31 percent level in the fall of 1980. Some other demographic trends have also stabilized in the fall 1980 semester. The average age of traditional credit students remains at 26½ with 37 percent under 21 years of age. Age patterns seem to follow economic trends as Harper College enrolled 25 percent of the 18 year olds in 1974-1975, but only 15 percent of this age group between 1976-1978. In 1979 and 1980 this percentage rose again to 20 percent in the middle of a second recession. Similarly, day enrollment has stabilized at 46 percent. The percentage of students who are single has been increasing and is now 61 percent. The sex ratio of continuing education students has remained rather stable with about 37 percent being male. However, there have been some changes as the average age has increased to 36, and the percentage attending day only has increased to 22 percent.

Geographic factors have also changed dramatically during the fall of 1980. In examining residency patterns, the district is divided into five areas; Wheeling Township, Elk Grove Village Township, Schaumburg Township, Palatine Township and the Barrington Unit School District 220. In the past the highest percentage of the population enrolled was in Palatine Township. In the fall of 1980, the Barrington School District went into the lead by enrolling 3.43 percent of the population in traditional credit programs and 3.88 percent of the population in continuing education. Palatine Township has led in the past because it offered its residents the closest proximity to Harper College. It is not clear why the Barrington School District now enrolls the highest percentage of its population at Harper. In terms of actual numbers, Wheeling Township has previously provided the largest number of students to Harper but in the fall of 1980 Schaumburg Township became the leader for the first time by supplying 3,455 traditional credit students and 1,761 continuing education students. This probably reflects the rapid population growth experienced by Schaumburg Township. This township also provided the second highest percent of its residents attending Harper as 3.34 percent attended traditional credit classes and 1.71 percent attended continuing education courses.

Fewer students were enrolled at off-campus locations in the fall of 1980. Some 98½ percent of the traditional credit students and 87½ percent of the continuing education students were enrolled on the main campus. This reflects the closing of off-campus classes at St. Viator High School and Willow Park Center, and the transitional time to build Hawthorne as a larger attendance center.

Some 61 percent of the traditional credit students and 81 percent of the continuing education students are employed full-time. Compared to past percentages, this is low for both traditional credit and continuing education. Of those employed full-time, the biggest block (38 percent) are employed in semi-professional or technical positions. The average income of traditional credit students who are independent of their parents is about $20,200 which is up $900 from the previous year. Average income of parents of dependent students is $29,000. Finally, the average income of continuing education students is about $26,900 which is up $4,700 from 1979. Independent students tend to have below average income mainly because they are younger than the average population. On the other hand, dependent students tend to come from average income

families. The median income in 1979 for families in the Harper district was about $30,000.

The length of time students are planning to stay at Harper has stabilized at between 3½ and four semesters, but in actual practice students do continue to stay at Harper longer.

As in the past, 54 percent of the traditional credit students have had only one major field at Harper, 19 percent changed their major field, 11 percent say they don't need a major, 10 percent are searching for a field while 6 percent are bachelor degree students entering a new field.

In examining the previous educational background of students coming to Harper, one finds that some 40 percent of the traditional credit students have had some college prior to coming to Harper while 11½ percent already have the bachelor's degree (the highest percentage in Harper's history). High percentages of bachelor degree students returning to Harper seem to parallel poor economic times. Among continuing education students more than 67 percent of the 1980 students brought to Harper some prior college experience and 35 percent had already achieved a bachelor's degree. The prior educational background of the 1979 and 1980 continuing education students was more college-oriented than was the case among previous continuing education students at Harper.

Students bring with them to Harper plans and expectations for the future. For traditional credit students 34 percent anticipate transferring to a senior institution, 29 percent plan to continue in a present job while 21 percent expect to find a new job upon leaving Harper. Over half of these traditional credit students expect to achieve at least a bachelor's degree some time in the future. Among continuing education students 61 percent plan to continue on the same job, 10 percent say they will continue in the role of homemaker and close to 11 percent expect to seek a new job upon leaving Harper.

When asked how they first heard about Harper, over half of the traditional credit and continuing education students responded that they either had a physical contact with the campus or they heard about Harper through friends and relatives. Another 16 percent of the students first heard about Harper either through literature in the high schools or the semester schedule mailed to their homes.

Students were then asked to list the factors which most convinced them to attend Harper. Over a fourth of the traditional credit students mentioned convenience and almost another fourth identified the availability of specific programs and courses. Another 11 percent were convinced by friends and relatives while 11 percent specified that Harper was inexpensive. Continuing education listed almost the same factors among the top four but in different order. For example, 31 percent were most convinced to attend Harper because the specific programs or courses desired were offered. This is a higher percentage than cited this factor before 1979, indicating that there now might exist more definite opinions as to the type of education needed compared to the past. Another 13 percent of the continuing education students were convinced to attend Harper by receiving the semester schedule while 15 percent mentioned Harper's convenience (less than in the past) and 11 percent cited influence of relatives and friends. Continuing education has always been more dependent on material received through the mail for recruiting students than have the traditional credit programs.

When asked where they got most of their information about the College, 16 percent of the traditional credit students reported using the College catalog while 13 percent got information from faculty, 11 percent from counselors and 11 percent from other students. Among continuing education students, 19 percent reported using the catalog, 18 percent the semester schedule and 17 percent brochures received in the mail. Again note the importance of material received in the mail for continuing education students.

Although 93 percent of the students still continue to drive their own or their family car, this is less than in the past and more are seeking alternative means of transportation, especially bus service. The percent preferring bus transportation or car pooling remains constant at 25-35 percent, but this year there was more action on their preferences.

Major Conclusions

The poor economic conditions have greatly affected the demographic profile of traditional credit students attending Harper. The percentage of 18 year olds attending Harper and the proportion of the enrollment already having a bachelor's degree had in the past followed the economy. Both these percentages are up in the fall of 1980. In addition, the percentage of the enrollment of full-time day students had been steadily declining, but in the last two years has leveled off due to the recession. Continuing education enrollment is affected little by the economy, and the typical CE student is older than in the past.

There have been geographic shifts in attendance patterns. The Barrington area now provides the highest percentage of its population attending Harper with Schaumburg Township second. As in the past the two major factors producing traditional credit enrollments have been the physical presence of the campus and influence of relatives and friends. The one major factor most responsible for continuing education enrollments is the availability of specific courses and programs.

DETAILED RESULTS

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

	Traditional Credit									Continuing Education								
	Respondents			Total Sample			Total Student Population			Respondents			Total Sample			Total Student Population		
	1978	1979	1980	1978	1979	1980	1978	1979	1980	1978	1979	1980	1978	1979	1980	1978	1979	1980
Male	44.2	44.2	40.0	43.4	43.9	41.4	44.9	43.6	44.2	21.1	26.6	37.1	23.8	28.1	36.3	34.5	37.2	36.8
Female	55.8	55.8	60.0	56.6	56.1	58.6	55.1	56.4	55.8	78.9	73.4	62.9	76.2	71.9	63.7	65.5	62.8	63.2
Under 21	30.9	36.5	36.0	30.1	35.9	35.4	37.9	37.7	37.0	7.2	7.2	5.8	8.7	6.8	5.5			
21 and over	69.1	63.5	64.0	69.9	64.1	64.6	62.1	62.3	63.0	92.8	92.8	94.2	91.3	93.2	94.5			
Full-time	34.0	36.4	35.0	32.7	35.4	33.3	32.3	30.8	31.4	1.3	2.0	5.0	1.7	1.5	4.1	4.1	4.6	3.4
Part-time	66.0	63.6	65.0	67.3	64.6	66.7	67.7	69.2	68.6	98.7	98.0	95.0	98.3	98.5	95.9	95.9	95.4	96.6
Day	38.5	49.3	43.6	40.1	46.2	43.1	66.3*	66.0*	66.0*	17.8	17.7	23.3	18.1	18.7	22.3	33.0*	37.3*	38.0*
Evening	46.0	35.5	38.9	46.4	39.2	39.5	33.7*	34.0*	34.0*	73.0	70.7	69.0	72.9	69.3	69.0	67.0*	62.7*	62.0*
Combined	12.8	12.9	15.9	11.2	11.5	16.0				2.6	4.1	2.7	2.6	4.7	3.6			
Weekend	2.7	2.3	1.6	2.3	3.1	1.4				6.6	7.5	5.0	6.4	7.3	5.1			

*Percent of student credit hours

GEOGRAPHIC LOCATION OF STUDENTS

	Traditional Credit Students					
	1976	1977	1978	1980		
Location	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Harper Students	Population	Percent of population enrolled at Harper
Barrington Unit School Dist.	2.49	2.34	3.02	803	23,416	3.43
Schaumburg TWP	2.38	2.73	2.53	3,455	103,306	3.34
Palatine TWP	2.69	2.68	2.91	2,453	82,335	2.98
Elk Grove Village TWP	2.41	3.07	2.49	2,538	87,038	2.92
Wheeling TWP	2.18	2.29	2.46	3,439	129,372	2.66
Total district	2.39	2.63	2.60	12,688	425,467	2.98
Number out-of-district	1,975	1,671	1,311	1,206		
Percent out-of-district	16.6	13.2	10.9	8.7		
Villages						
Palatine	4.56	4.72	4.96	1,937	31,945	6.06
Hoffman Estates	3.24	3.40	3.14	1,353	38,107	3.55
Schaumburg	2.43	2.58	2.46	1,781	52,066	3.42
Rolling Meadows	2.63	2.77	2.99	639	20,011	3.19
Buffalo Grove*	2.51	2.61	2.21	393	13,087	3.00
Elk Grove Village	2.51	3.03	2.87	842	28,815	2.92
Arlington Heights	2.73	3.09	2.83	1,899	66,664	2.85
Mount Prospect	2.48	2.52	2.43	1,446	51,317	2.82
Wheeling	2.27	3.06	2.42	634	23,073	2.75
Prospect Heights	1.03	1.08	1.46	186	11,694	1.59

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS

	Continuing Education					
	1976	1977	1978	1980		
Location	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Harper Students	Population	Percent of population enrolled at Harper
Barrington Unit School Dist.	1.57	3.43	2.82	907	23,416	3.88
Schaumburg TWP	1.01	1.48	1.43	1,761	103,306	1.71
Palatine TWP	1.56	1.87	1.90	1,393	82,335	1.69
Elk Grove Village TWP	1.32	1.63	1.25	1,248	87,038	1.43
Wheeling TWP	1.14	1.26	1.24	1,437	129,372	1.11
Total district	1.25	1.62	1.50	6,746	425,467	1.59
Number of out-of-district	1,694	1,148	1,023	1,473		
Percent out-of-district	27.7	15.8	14.0	17.9		
Villages						
Palatine	2.92	3.04	3.25	1,130	31,945	3.54
Schaumburg	1.49	1.49	1.58	978	52,066	1.88
Rolling Meadows	1.36	2.07	1.99	358	20,011	1.79
Hoffman Estates	1.02	2.05	1.78	641	38,107	1.68
Elk Grove Village	1.49	1.39	1.44	408	28,815	1.42
Arlington Heights	1.41	1.72	1.45	884	66,664	1.33
Mount Prospect	1.12	1.51	1.09	607	51,317	1.18
Prospect Heights	.06	.79	.18	132	11,694	1.13
Buffalo Grove*	1.13	.94	1.27	148	13,087	1.13
Wheeling	1.69	1.51	1.23	223	23,073	.97

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Traditional Credit Enrollment - Males

	Fall Enrollment			Population*			Percent Enrolled		
	1978	1979	1980	1978	1979	1980	1978	1979	1980
17	37	110	30	4,181	4,152	4,014	.89	2.65	.75
18	668	958	812	4,193	4,181	4,152	15.93	22.91	19.56
19	670	907	992	4,054	4,193	4,181	16.53	21.63	23.73
20 - 21	928	997	1,053	7,664	8,001	8,247	12.11	12.46	12.77
22 - 25	1,189	1,040	1,233	12,742	13,214	13,362	9.33	7.87	9.23
26 - 35	1,152	1,124	1,293	46,348	47,967	49,590	2.49	2.34	2.61
36 - 45	521	291	451	30,695	31,685	32,513	1.70	.92	1.39
46 and over	298	170	241	42,373	42,922	43,644	.70	.40	.55
	5,463	5,597	6,105	152,250	156,315	159,703	3.59	3.58	3.82
Average age	26.3	24.0	25.4						

Traditional Credit Enrollment - Females

17	36	146	79	4,182	4,152	4,014	.86	3.52	1.97
18	688	1,062	529	4,193	4,182	4,152	16.41	25.40	12.74
19	943	890	1,084	4,054	4,193	4,182	23.26	21.23	25.92
20 - 21	795	976	1,613	7,663	8,000	8,247	10.37	12.20	19.56
22 - 25	1,047	1,117	1,058	12,743	13,215	13,362	8.22	8.45	7.92
26 - 35	1,927	1,611	1,930	46,347	47,966	49,590	4.16	3.36	3.89
36 - 45	871	984	1,058	30,695	31,686	32,513	2.84	3.11	3.25
46 and over	435	431	344	42,373	42,922	43,644	1.03	1.00	.79
	6,742	7,217	7,695	152,250	156,316	159,704	4.43	4.62	4.82
Average age	27.9	27.0	27.2						

*Population by age (20 and up) is taken from Real Estate Research Population Projections for Harper College, and 17, 18 and 19 year old population from school census data gathered from schools in the Harper district.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Continuing Education Enrollment - Males

	Fall Enrollment			Population*			Percent Enrolled		
	1978	1979	1980	1978	1979	1980	1978	1979	1980
17 - 19	327	259	92	12,428	12,526	12,347	2.63	2.07	.75
20 - 21	82	204	92	7,664	8,001	8,247	1.07	2.55	1.12
22 - 25	490	416	552	12,742	13,214	13,362	3.85	3.15	4.13
26 - 35	899	986	1,073	46,348	47,967	49,590	1.94	2.06	2.16
36 - 45	408	518	582	30,695	31,685	32,513	1.33	1.64	1.79
46 and over	408	416	736	42,373	42,922	43,644	.96	.97	1.69
	2,614	2,799	3,127	152,250	156,315	159,703	1.72	1.79	1.96
Average age	32.5	33.1	36.1						

Continuing Education Enrollment - Females

17 - 19	220	440	316	12,429	12,527	12,348	1.77	3.51	2.56
20 - 21	221	362	158	7,663	8,000	8,247	2.88	4.53	1.92
22 - 25	617	724	727	12,743	13,215	13,362	4.84	5.48	5.44
26 - 35	2,512	1,718	1,737	46,347	47,966	49,590	5.42	3.58	3.50
36 - 45	1,102	887	1,390	30,695	31,686	32,513	3.59	2.80	4.28
46 and over	617	731	1,042	42,373	42,922	43,644	1.46	1.70	2.39
	5,289	4,862	5,370	152,250	156,316	159,704	3.47	3.04	3.36
Average age	33.3	33.1	35.8						

*Population by age (20 and up) is taken from Real Estate Research Population Projections for Harper College, and 17, 18 and 19 year old population from school census data gathered from schools in the Harper district.

Class Load	Traditional Credit 1979 Percent	Traditional Credit 1980 Percent	Continuing Education 1979 Percent	Continuing Education 1980 Percent
Full-time	36.4	35.0	2.0	5.0
Part-time	63.6	65.0	98.0	95.0
Total	100.0	100.0	100.0	100.0
Number responding	321	443	154	240
When Students are Enrolled				
Day only	49.3	43.6	17.7	23.3
Evening only	35.5	38.9	70.7	69.0
Weekends only	2.3	1.6	7.5	5.0
Mixture of times	12.9	15.9	4.1	2.7
Portion of class hours in day	50.7	58.7	41.7	45.0
Portion of class hours in evening	45.0	37.1	41.7	40.0
Portion of class hours on weekend	4.3	4.2	16.6	15.0
Number responding	310	434	147	219
Where Students are Enrolled				
Main campus only	90.9	98.6	75.8	87.5
Barrington High School only	0	0	12.8	5.1
St. Viator only	0	0	0	0
Schaumburg High School only	0	0	0	.9
Willow Park only	1.9	0	5.4	0
Hawthorne only	0	0	0	.9
Other locations only	2.2	.2	2.0	3.3
A mixture of locations	5.0	1.2	4.0	2.3
Portion of class hours Main Campus	34.4	58.8	50.0	50.0
Portion of class hours Willow Park or Hawthorne	40.6	26.5	0	0
Portion of class hours Barrington	9.4	0	41.7	50.0
Portion of class hours St. Viator	0	0	0	0
Portion of class hours at other locations	15.6	14.7	8.3	0
Number responding	318	431	149	215

Demographic Factors of Students

Sex	Traditional Credit 1978	Traditional Credit 1979	Traditional Credit 1980	Continuing Education 1978	Continuing Education 1979	Continuing Education 1980
Male	44.2%	44.2%	40.0%	21.0%	26.6%	37.1%
Female	55.8%	55.8%	60.0%	79.0%	73.4%	62.9%
Number responding	335	321	443	152	154	240
Marital Status						
Single	51.9%	58.8%	60.6%	21.7%	29.4%	26.3%
Married	41.5%	35.9%	33.2%	69.1%	57.5%	61.0%
Divorced or separated	5.4%	5.0%	6.2%	8.5%	10.5%	9.7%
Widow or widower	1.2%	.3%	0	.7%	2.6%	3.0%
Number responding	335	320	437	152	153	236

	Traditional Credit			Continuing Education		
Age	1978	1979	1980	1978	1979	1980
16	0	0	0	0	0	.4
17	.6	.6	.9	.6	.7	.8
18	11.1	12.8	10.2	3.3	1.9	1.7
19	13.2	14.0	15.6	2.1	2.0	2.1
20	6.0	9.1	9.3	1.3	2.6	.8
21	8.2	9.0	9.8	2.6	.6	1.3
22 - 25	18.3	14.7	14.7	13.2	16.2	15.0
26 - 30	15.3	14.0	12.3	28.3	22.7	17.1
31 - 35	9.9	7.8	11.3	16.4	11.7	15.4
36 - 45	11.4	11.8	11.3	19.7	26.6	24.2
46 - 55	5.4	4.1	3.9	8.6	11.7	13.7
56 - 65	.6	1.2	.2	2.6	2.6	5.8
Over 65	0	.3	.5	1.3	.7	1.7
Number responding	333	321	441	152	154	240
Average age	27.1	26.6	26.4	33.1	34.2	36.1
Children of Students						
Have no children	68.7	71.7	71.6	44.7	50.0	38.2
Have preschoolers at home	10.8	10.3	7.3	13.2	13.6	16.0
Have school age children at home	17.3	16.5	18.4	32.9	31.8	31.1
Have post high school youth at home	8.1	6.2	4.8	7.2	7.8	14.3
Have children who have left home	6.3	5.3	6.6	12.5	14.9	15.5
Number responding	335	321	440	152	154	238
Present Full-Time Occupation						
Students not employed full-time	20.0	23.5	29.3	2.6	3.3	3.8
Semi-professional, technical	20.3	23.2	23.5	17.8	24.8	25.5
Semi-skilled	17.6	15.1	10.7	13.2	6.5	10.4
Homemaker and student	8.6	9.7	9.6	19.1	24.8	15.1
Professional	3.6	6.3	7.0	21.7	15.7	15.1
Managerial or executive	7.8	4.4	6.2	10.5	9.8	9.6
Sales professional	3.6	3.4	3.9	5.9	5.2	8.8
Supervisor or public official	6.6	3.1	3.4	1.3	3.3	6.7
Skilled trade	6.7	5.7	2.7	2.6	3.9	2.1
Unskilled	5.0	4.7	2.7	3.3	2.0	1.7
Small business owner	.2	.9	1.0	2.0	.7	1.2
Number responding	335	319	442	152	153	239

Financial Independence From Parents	Traditional Credit			Continuing Education		
	1978	1979	1980	1978	1979	1980
Not independent, live with parents	27.2	28.1	30.4	3.9	6.3	3.7
Independent but live with parents	11.6	22.7	30.4	7.9	7.8	7.4
Independent, live away from parents	61.2	49.2	48.0	88.2	85.9	88.9
Number responding	335	317	421	152	142	217

Income of Students Who are Independent of Parents	Traditional Credit		Continuing Education	
	1979 Percent	1980 Percent	1979 Percent	1980 Percent
Less than $5,000	11.0	16.2	9.4	2.2
$5,000 to $6,999	3.0	3.7	1.4	.5
$7,000 to $8,999	5.2	1.8	5.0	2.7
$9,000 to $9,999	5.5	1.1	2.2	3.3
$10,000 to $11,999	7.9	6.6	3.6	3.3
$12,000 to $14,999	10.7	10.7	10.8	7.7
$15,000 to $19,999	12.8	14.8	12.9	18.0
$20,000 to $24,999	14.9	14.0	16.5	21.3
$25,000 to $29,999	11.6	7.8	13.7	10.4
$30,000 to $34,999	6.1	10.0	7.2	9.8
$35,000 to $39,999	3.7	4.4	6.5	6.6
$40,000 to $49,999	7.6	6.6	10.8	4.4
$50,000 to $59,999	0	1.5	0	3.8
$60,000 to $69,999	0	.4	0	1.6
$70,000 and over	0	.4	0	4.4
	100.0	100.0	100.0	100.0
Number responding	328	271	139	183
Median income	$17,619	$18,313	$21,413	$22,885
Mean income	$19,332	$20,221	$22,198	$26,899
Percent over $25,000	29.0%	31.1%	38.2%	41.0%
Income of Parents of Dependent Students				
Less than $5,000	4.2	3.0		
$5,000 to $8,999	0	0		
$9,000 to $12,999	6.2	4.5		
$13,000 to $16,999	4.2	1.5		
$17,000 to $20,999	14.6	10.4		
$21,000 to $24,999	12.5	22.4		
$25,000 to $29,999	6.2	20.9		
$30,000 to $34,999	12.5	16.4		
$35,000 to $39,999	2.1	7.5		
$40,000 to $49,999	37.5	7.4		
$50,000 to $59,999	0	1.5		
$60,000 to $69,999	0	0		
$70,000 and over	0	4.5		
	100.0	100.0		
Number responding	48	67		
Median income	$30,833	$26,964		
Mean income	$30,521	$28,993		
Percent over $25,000	58.3%	58.2%		
Community data 1977 - Median family income		$26,586		
Percent of families over $25,000		52.7%		

Language Used Most at Home	Traditional Credit			Continuing Education		
	1978	1979	1980	1978	1979	1980
English	98.8%	95.6%	96.4%	96.7%	97.4%	89.8%
Spanish	.3	1.0	.7	0	.7	1.5
Italian	0	.4	.5	0	0	.9
Hindu	.3	.6	.5	0	1.3	1.7
Greek	0	0	.5	0	0	0
Polish	0	.3	.2	.7	0	.2
German	0	.3	.2	.7	0	.4
Korean	0	.3	.2	0	0	.4
Sioux or Cherokee	0	.3	.2	0	0	0
Irish	0	0	.2	0	0	0
Thai	0	0	.2	0	0	0
Vietnamese	0	0	.2	0	0	0
Filipino	0	0	0	0	0	.2
Turkish	0	0	0	0	0	.2
Hungarian	0	0	0	0	0	.4
French	0	0	0	0	0	.6
Ukrainian	.3	0	0	0	0	0
Japanese	0	0	0	1.3	0	.8
Chinese	0	.3	0	.6	.6	.4
Persian	.3	0	0	0	0	.4
Swedish	0	0	0	0	0	.4
Norwegian	0	0	0	0	0	.4
Estonian	0	.3	0	0	0	0
Latvian	0	.3	0	0	0	0
Lithuanian	0	.3	0	0	0	0
Primary Ethnic Background						
White Caucasian	97.0	94.3	96.0	96.0	87.3	89.7
Latino, Mexican American	.9	3.2	1.6	.7	4.0	3.0
Asian American	1.2	1.9	1.6	3.3	8.7	7.3
Black American	.3	.6	.5	0	0	0
Native American	0	0	.3	0	0	0
Foreign students "F" or "J" visa	.6	0	0	0	0	0
Number responding	327	315	427	149	150	233

Length of Time Planned to Stay at Harper as Student	Traditional Credit			Continuing Education		
	Percent 1978	Percent 1979	Percent 1980	Percent 1978	Percent 1979	Percent 1980
More than three years	13.2	16.2	14.3	9.7	15.1	9.7
Three years	7.4	11.4	9.6	2.2	1.4	3.9
Two years	35.1	34.2	32.7	5.3	11.5	14.6
One year	16.9	25.6	23.0	8.9	12.2	17.0
Just this semester	27.4	12.7	20.4	73.9	59.8	54.8
Average number semesters	3.5	4.0	3.7	2.0	2.6	2.5
Number responding	325	308	426	134	139	206

Plans for a Major Field	Traditional Credit			Continuing Education		
	1978	1979	1980	1978	1979	1980
Have had no major field since attending Harper	55.1	57.9	54.0	12.9	17.9	20.5
Have changed major fields or plan to change major field	15.8	14.3	18.6	2.0	4.9	3.8
Do not need major field of study	19.4	9.5	11.0	72.1	53.7	58.1
Transfer students entering a new field	.3	1.9	1.1	0	.7	.5
Bachelor's degree student entering a new field	3.6	4.1	5.5	7.5	10.5	9.0
Searching for a field	5.8	12.3	9.8	5.5	12.3	8.1
Number responding	330	316	426	147	134	210
Highest Degree Planned						
No degree	17.9	19.2	17.8	65.3	64.8	65.1
Associate degree	31.6	29.5	29.9	6.2	12.7	9.6
Bachelor's degree	31.9	35.9	34.8	20.4	10.6	14.4
Master's degree	15.8	12.8	14.2	7.5	10.5	8.3
Ph.D, Ed.D, L.L.D. or M.D.	1.9	2.6	3.3	.6	1.4	2.6
Number responding	329	312	428	147	142	229
Highest Educational Level Attained Prior to Attending Harper						
Some high school	.9	0	0	3.9	.6	4.2
High school graduate	55.2	62.7	58.3	26.5	24.8	27.4
GED equivalency diploma	1.8	.9	1.1	.8	2.0	1.7
Technical or business school graduate	1.5	3.4	2.7	3.9	3.9	1.3
Some college	28.6	21.2	22.3	24.6	26.8	21.1
Associate degree	.9	2.8	2.1	2.7	2.0	5.9
Some hours beyond associate degree	2.1	.6	2.1	.6	2.6	3.0
Three year nursing degree	.3	0	0	1.9	0	.8
Bachelor's degree	7.5	6.2	9.6	31.2	27.5	27.0
Master's degree or higher	1.2	2.2	1.8	3.9	9.8	7.6
Number responding	332	321	439	151	153	237

Establishing a Relationship With Harper

How Student First Heard About Harper	Credit			Continuing Education		
	1978	1979	1980	1978	1979	1980
Saw the campus or live close to the campus	32.2	26.2	28.7	30.9	24.0	35.5
Parents, friends or relatives	23.9	25.4	24.8	22.4	13.6	17.7
Literature at the high school	3.9	10.2	6.9	2.0	3.7	3.4
Semester schedule received in mail	8.6	9.4	9.0	20.4	18.1	11.6
High school counselor	10.2	6.9	7.1	2.0	.7	1.3
Can't remember when first heard about Harper	6.4	5.3	6.8	3.9	5.8	4.0
Inquiries for special program	3.9	5.1	2.7	3.9	6.5	4.5
Heard about it through work	2.8	3.5	3.5	2.9	3.4	7.5
Newspaper articles or advertising	2.4	2.9	3.0	3.9	4.4	7.3
Materials received from Harper in mail	2.4	2.7	4.0	2.6	14.3	2.5
From other colleges	.8	.6	.8	0	.7	.4
Real estate agent or Welcome Wagon	.3	.4	.1	2.7	.7	1.6
Visit by Harper representative to high school	.3	.4	.5	.3	0	0
Talked to Harper counselor or faculty member	.6	.3	.5	.7	.3	.2
Referendum or tax bill	.6	.3	.5	.7	1.9	1.7
Harper area cooperative program	.3	.1	.6	0	0	0
Harper Open House	.3	0	0	0	0	0
Previous enrollment in CE courses	.1	0	0	.7	0	0
Senior Citizens center	0	0	0	0	0	.4
Van or shopping center display	0	0	0	0	0	0
Employment near or at Harper	0	0	.5	0	1.9	.4
Number responding	335	320	437	152	154	238

What or Who Most Convinced Student to Attend Harper	Credit			Continuing Education		
	1978	1979	1980	1978	1979	1980
It is so convenient to get to	33.5	25.7	27.5	36.8	16.4	15.1
I could get specific program or course	20.9	23.7	23.9	27.1	31.1	31.2
Parents, friends or relatives	8.1	10.8	10.6	4.4	8.5	11.3
It is so inexpensive	10.6	9.0	11.3	4.7	2.9	2.7
It's a good place to find direction in your life	3.4	4.8	3.8	2.0	4.9	1.1
No particular reason or my own personal motivation	5.1	4.6	4.6	2.9	4.6	13.9
Semester schedule received in mail	4.9	4.2	3.9	14.3	17.6	13.0
Literature at work, supervisor, fellow employees or professional association	1.7	3.6	3.1	1.9	1.3	3.6
It is easy to transfer courses to a four-year college	1.5	2.7	1.1	.3	.2	.4
Wanted to use VA benefit	2.1	2.4	1.7	0	0	0
Harper area cooperative program	.6	1.7	0	.7	1.3	0
Literature in the high school	0	1.3	.5	0	.7	.4
Harper is better than closest community college	1.3	1.2	1.1	0	1.0	.4
A visit to Harper's campus; talking to faculty or counselors	2.4	.9	.9	1.3	1.1	1.3
High school counselor	1.2	.9	1.9	.7	0	.4
Facilities on the campus impressive	1.1	.8	.8	.1	3.2	.5
Newspaper articles or advertisements	.7	.4	0	.3	0	1.1
Material received from Harper in mail	.3	.4	.7	2.1	5.2	2.0
Economic environment	0	.3	.6	0	0	.4
Couldn't get accepted at any other college or was dropped by four-year college	0	.3	.5	0	0	0
Faculty at another college	0	.3	.8	0	0	0
Scholarships available	0	0	.5	.4	0	.8
Worked at Harper	.6	0	.2	0	0	.4
Number responding	330	319	431	152	153	237

Sources From Which Greatest Help was Received in Obtaining Needed Information at Harper	Traditional Credit Percent			Continuing Education Percent		
	1978	1979	1980	1978	1979	1980
College catalogue or handbook	18.2	22.4	15.6	6.0	12.8	19.2
Faculty	15.8	12.6	13.2	4.0	5.3	7.7
Counselors	17.4	13.9	11.4	4.8	3.4	4.6
College semester schedule	9.1	8.5	11.4	39.6	26.7	18.3
Other students	5.5	8.5	10.7	2.0	.5	3.4
Found information I needed on my own	8.1	13.7	8.4	4.7	9.6	4.3
Brochures or letters received in mail	11.0	7.0	7.1	24.2	21.3	16.9
Admissions Office	4.6	4.7	4.7	3.4	3.3	3.7
Newspaper releases	2.3	2.7	4.0	3.4	6.6	6.9
Didn't receive enough information	3.3	1.5	3.2	.3	2.7	.8
Relatives or friends	.9	2.1	2.5	3.4	3.1	4.6
Other Harper staff	.8	0	2.2	.3	0	2.6
Posters or bulletin board	1.1	.5	1.5	.3	.2	.6
Employer or fellow workers	1.1	.3	1.1	.7	1.5	2.6
Business Office	.2	0	.9	0	0	.9
Library	.1	.1	.8	.3	1.4	.9
Financial Aid Office	0	.3	.8	0	0	0
Career Development course or College Survival class	.2	.8	.4	2.0	1.6	1.4
High school counselor	.3	0	.1	0	0	0
Senior Citizens center	0	.1	0	0	0	.3
CETA program	0	0	0	.6	0	0
Computer terminal	0	.3	0	0	0	.3
What Students Plan to do When They Leave Harper						
Transfer to another educational institution	29.5	31.7	34.1	3.3	5.6	7.0
Continue on same job	18.8	29.5	29.2	45.4	50.3	61.3
Obtain a promotion	8.0	2.2	.7	1.3	0	0
Obtain a new job	27.8	20.8	19.9	14.5	16.2	10.8
Not sure	9.3	13.2	13.9	9.9	8.6	9.4
Continue at Harper to use education for own personal development	5.1	.3	0	13.8	.7	1.3
Become or continue as a homemaker	1.5	2.3	2.0	11.8	18.6	9.8
Retirement	0	0	0	0	0	.4
Armed Services	0	0	.2	0	0	0
Number responding	335	322	442	152	151	235

Principle Purpose in Enrolling at Harper	Traditional Credit Percent		Continuing Education Percent	
	1979	1980	1979	1980
Enroll in baccalaureate oriented program in order to transfer to a four-year college	37.4	31.1	2.6	4.8
Enroll in a specific career program	32.1	32.6	9.2	17.4
Search for a major field of interest	13.2	15.1	9.2	4.1
Take courses for general interest	12.9	16.3	62.5	57.6
For retraining or refresher purposes	4.4	4.9	16.5	15.2
To learn the English language	0	0	0	.9
Total	100.0	100.0	100.0	100.0
Number responding	318	438	152	230

Means of Transportation to Harper	Traditional Credit Percent			Continuing Education Percent		
	1978	1979	1980	1978	1979	1980
Drive my own car	90.8	88.5	83.0	92.2	90.8	88.0
Ride with someone else	1.5	2.2	2.7	3.3	3.9	3.8
Use family car	6.6	8.1	9.8	1.9	4.6	4.6
Motorcycle	.3	0	.7	0	0	0
Bicycle	.5	0	.1	0	0	0
Take bus	.3	0	2.0	0	0	.4
Car pool	0	1.2	1.7	2.6	.7	2.3
Walk	0	0	0	0	0	.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number responding	333	321	439	151	153	238

Preference for Public Transportation or Car Pool						
Would be interested in bus transportation	26.9	23.9	24.8	13.9	19.0	15.5
Would prefer car pool	7.9	12.7	9.8	5.8	9.1	10.9
Not interested	65.2	63.4	65.4	80.3	71.9	73.6

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

December 1, 1980

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain more information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper serve its community better.

Sincerely,

John A. Lucas

John A. Lucas
Director, Planning and Institutional Research

JAL/sl

Enclosures

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex

_____ Male _____ Female

2. Marital Status Check (✓) one

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow or widower

3. Age Check (✓) one

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full-time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution
_____ B. Obtain a job
_____ C. Continue on same job as I have now
_____ D. Become or continue as a homemaker.
_____ E. I am not sure
_____ F. Other (specify)_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
_____ B. Native American/American Indian descent
_____ C. Black American/or Afro American descent
_____ D. Chicano/Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry F or J visa
_____ H. Other (specify)_____
_____ I. I prefer not to answer this question

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 - $6,999
_____ C. $7,000 - $8,999
_____ D. $9,000 - $9,999
_____ E. $10,000 - $11,999
_____ F. $12,000 - $14,999
_____ G. $15,000 - $19,999
_____ H. $20,000 - $24,999
_____ I. $25,000 - $29,999
_____ J. $30,000 - $34,999
_____ K. $35,000 - $39,999
_____ L. $40,000 - $49,999
_____ M. $50,000 - $59,999
_____ N. $60,000 - $69,999
_____ O. $70,000 and over

8. Transportation Check (✓) your primary mode

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take bus
_____ H. Walk

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) all which apply.

_____ A. I would be interested in bus transportation.
_____ B. I would prefer to be in a car pool.
_____ C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree - community college degree
_____ G. Some hours beyond associate degree
_____ H. Bachelor's degree (B.A. or B.S.)
_____ I. Master's degree
_____ J. Ph.D. or Ed.D - doctorate

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____ A. English
_____ B. Spanish
_____ C. Lithuanian
_____ D. German
_____ E. Italian
_____ F. Polish
_____ G. Ukrainian
_____ H. Estonian
_____ I. Latvian
_____ J. Japanese
_____ K. Chinese
_____ L. Vietnamese
_____ M. Korean
_____ N. Hindu
_____ O. Cambodian
_____ P. Other (specify) _____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents
_____ B. No - live with parents
_____ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 to $8,999
_____ C. $9,000 to $12,999
_____ D. $13,000 to $16,999
_____ E. $17,000 to $20,999
_____ F. $21,000 to $24,999
_____ G. $25,000 to $29,999
_____ H. $30,000 to $34,999
_____ I. $35,000 to $39,999
_____ J. $40,000 to $49,999
_____ K. $50,000 to $59,999
_____ L. $60,000 to $69,999
_____ M. $70,000 and over

III. ESTABLISHING A RELATIONSHIP WITH HARPER

1. How did you first hear about Harper? Check (✓) one.

_____ A. Parents or friends
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Can't remember when I first heard about Harper
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I work
_____ L. Talked to Harper counselor or faculty
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper had it
_____ P. Brochures or letters received from Harper in mail
_____ Q. Senior Citizen Center
_____ R. Employed near Harper
_____ S. Saw or toured Harper van
_____ T. Saw or visited display at shopping center
_____ U. Harper Open House
_____ V. Heard about Harper at college I attended before
_____ W. Referendum or tax bill
_____ X. Other (specify)_____

_____

2. What or who most convinced you to first attend Harper? Check (✓) one.

_____ A. Parents or friends
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received from Harper in the mail
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact that I could get the specific program or course(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received from Harper in mail
_____ O. I found it was easy to transfer courses to a four year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper is better than closest community college
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper
_____ V. The economy and the availability of jobs
_____ W. Couldn't get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper
_____ Y. Other (specify)_____

IV. GOALS AT HARPER

1. Which of the following best indicates why you enrolled at Harper? Check (✓) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field)_____
_____ B. To enroll in a specific career program (specify)_____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes

2. _____ Full-time student (12 hrs. or more) _____ Part-time student

3. When are you enrolled? Check (✓) one.

_____ A. All courses are in day - 7 AM to 5 PM
_____ B. All courses are in evening - 5 PM to 11 PM
_____ C. All courses on weekends
_____ D. A mixture of times - (give number of hours in each time period)
_____ credit hours in day
_____ credit hours in evening
_____ credit hours on weekend

4. Where are you enrolled? Check (✓) one.

_____ A. All courses on main campus in Palatine
_____ B. All courses at Barrington High School
_____ C. All courses at Schaumburg High School
_____ D. All courses at Hawthorne School
_____ E. All courses at another off-campus location
_____ F. A mixture of locations - (give number of hours at each location)
_____ credit hours main campus
_____ credit hours Barrington High School
_____ credit hours Schaumburg High School
_____ credit hours Hawthorne School
_____ credit hours other locations

5. Please indicate how long you presently plan on attending Harper College? Check (✓) one.

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

6. Which of the following statements applies to you? Check (✓) one.

_____ A. I have a definite major field which has remained unchanged since entering Harper.
_____ B. I have changed fields since entering Harper.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one presently.
_____ E. I am searching for a field.
_____ F. I am a transfer student and am entering a different curriculum at Harper.
_____ G. I have a bachelor's degree or higher and am starting a new program at Harper.

7. Highest degree planned. Check (✓) one.

_____ A. Associate - community college degree
_____ B. Bachelor's (B.A. or B.S.)
_____ C. Master's (M.A. or M.S.)
_____ D. Ph.D or Ed.D
_____ E. None - no degree

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty
_____ B. Other Harper staff
_____ C. Counselors
_____ D. Brochures
_____ E. College catalogue
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or friends
_____ M. Posters or bulletin board
_____ N. Library
_____ O. Career development courses or college survival course
_____ P. Senior Citizen Center
_____ Q. Didn't receive enough information
_____ R. Business office
_____ S. Financial Aids Office
_____ T. Computer terminal
_____ U. Learning Resources Center (Library)
_____ V. Other (specify)_____